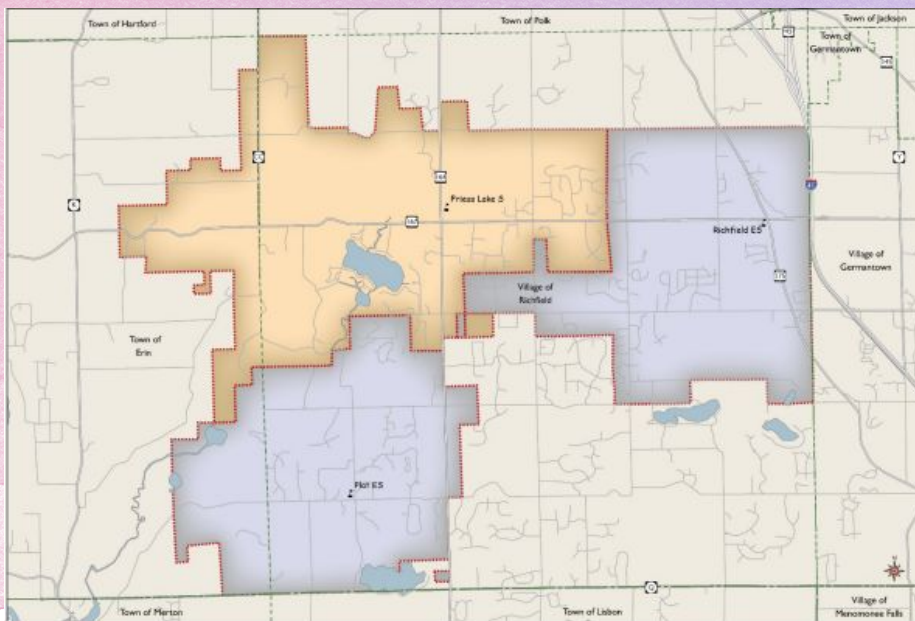


Holy Hill Area School District

Established 2018

Tara Villalobos, PhD



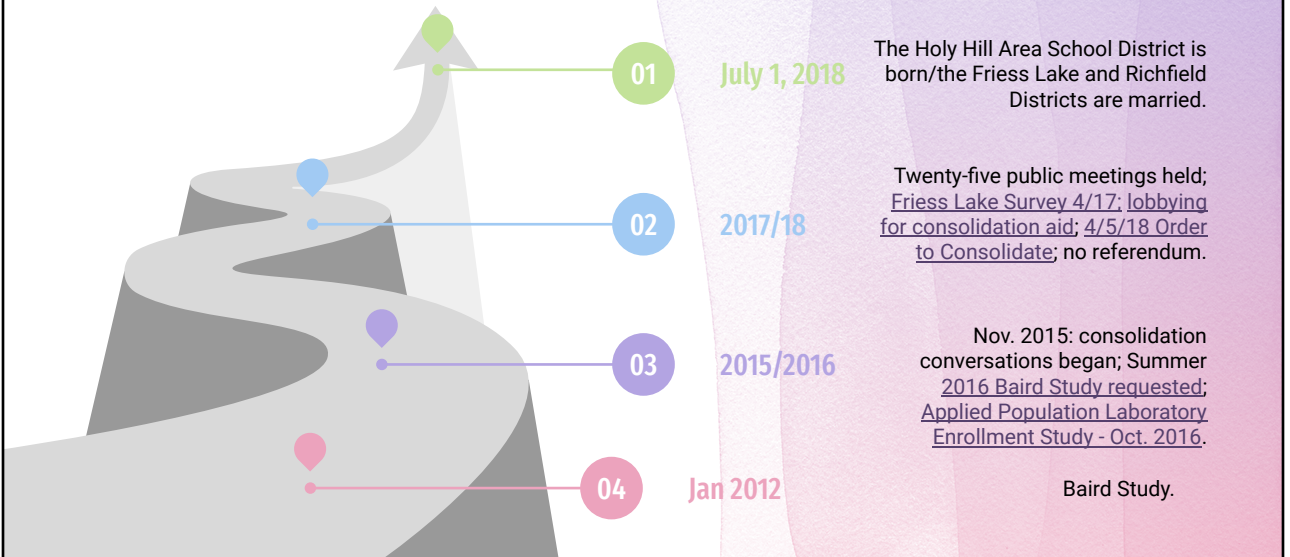
Friess Lake School District & Richfield Joint No. 1 School District

■ Schools

--- Municipalities

0 0.5 1 Mile

The Path to Holy Hill Area



Other Options Considered

Referendum
Budget Reductions
Whole Grade Sharing
Shared Services
Act 28/32

- Leads to increased burden on taxpayers
- Loss of educational and extracurricular opportunities
- Students educated out of district
- Scheduling Concerns

Friess Lake



Richfield J1

Why Consolidation?

Educational Opportunities for our students

Increased offerings

Professional Staff Development

Community Unity

Operational Efficiencies

Overall Stability

Benefits to moving forward

Similarities

- Salary
- Insurance
- 4K - extension
- After School care
- Busing
- Core Area curricula

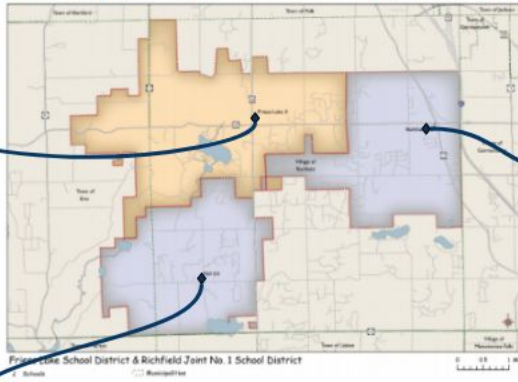
Differences

- OPEB
- Pay cycles
- Student Information Systems
- Educator Effectiveness Models
- Athletic Conference

Planning for the Schools of Tomorrow



If consolidation occurs, Friess Lake School is the proposed Elementary School Site, or Grades 4K - 4 campus.



If consolidation occurs, Richfield School is the proposed Middle School Site, or Grades 5 - 8 campus.



If consolidation occurs, the recommendation is to close Plat School.

Consolidation Facts

Name of Consolidated District:	Holy Hill Area School District
Reorganization:	July 1, 2018
Type of School District:	Common
Grades:	Pre-Kindergarten - 8th Grade
New School Board Members:	Seven Members Five seats at Large One seat from Friess Lake One seat from Richfield
New School Board Election:	April 3, 2018
First Annual Meeting:	October 22, 2018 @ 6pm - Friess Lake Elementary

5 years later... What worked...

Students

Students
Greater opportunities (electives, academics, extracurriculars and/or sports), students' 'blending,' more variety for friends

Staff

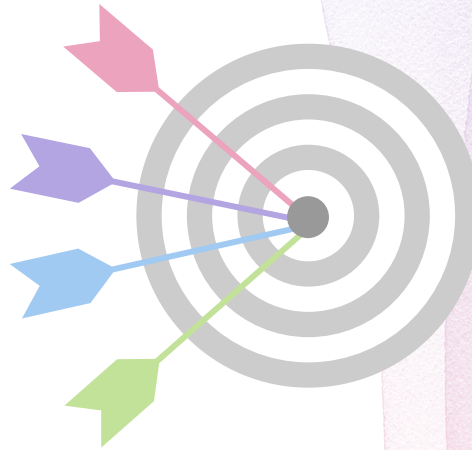
Staff
Increased collaboration - in general and professional development ops., everyone received a position; increased FTE positions and additional resource positions

Parents

Parents
More connectedness for families; still 'small'

Community

Community
More unified; overhead costs reduced (facilities)



... and what didn't/hasn't yet

Staffing

People left due to consolidation and change in process; changes in building leadership

Facilities

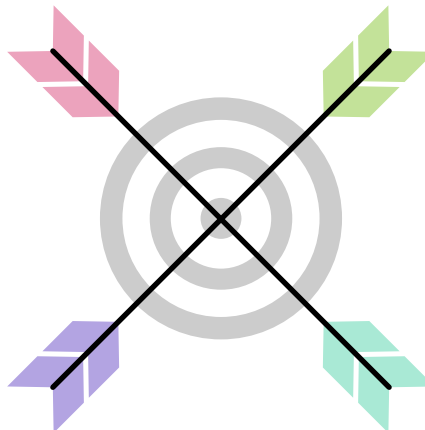
Facilities have not been updated as quickly as is desirable

Communication

Assumptions on how things would be done; misrepresentation of why consolidation occurred; inclusion of ideas

Student Activities

Need more: clubs and options for students who do not play sports; elective course growth; playground/recess equipment



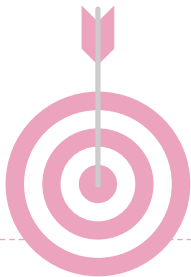
Aid

Incredibly volatile and not as expected

Hurdles & Growing Pains & possible Solutions/Strategies/Partnerships

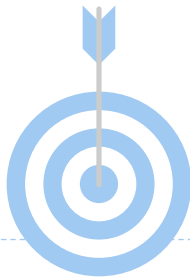
- Fiscal Consolidation Study/Population Study
- Aid Calculations & Tax Levy
- Economic Disparity
- Legislation about Board Members/Joint Interim Board
- DPI / WISEsecure / Reporting / Accountability Report Cards
- Vendor Contracts
- Athletics (WIAA)
- K12s >> UHS System
- Teacher licensing

Additional Resources



Testimonials

Video of former board members, staff, parents, and Village Administrator



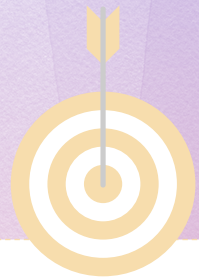
Taxpayer FAQ

Questions collected from the public and their responses.



Initial Timeline

Shared with our Board at our annual retreat.



Original Website

This was used until Nov. 2018 when our new website was finished.

Wisconsin's Union High School (UHS) Systems: Consolidation, Redistricting, or Shared Services --

What's the answer?

Presenters:

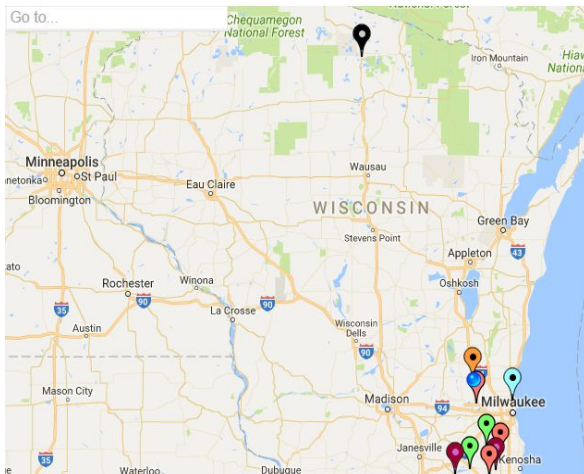
- K8 Superintendents: Kieth Kriewaldt, Marty McGinley, Tara Villalobos
- UHS Superintendents: Doug Parker
- Bob Butler, WASB Legal
- Janice Zmrazek, Department of Public Instruction
- Chad Gartzke, Holy Hill Area School District Board President (RJ1SD Treasurer)

WI School System

- Prior to 1836 - various mission, community, and private schools were formed.
- 1836/1841 - WI became a territory and lawmakers passed legislation requiring every township with 10 or more families must fund a school. (Did not happen in all townships). Per Jorgenson (1956), during this time frame there were 12-15 school who had 500+ students. These were community based and locally controlled and often needed private funding.
- 1845 - Southport (now Kenosha) passed first referendum for public school.
- 1848 - Article X provided for free public school for all students between ages 4 and 20
- 1849 (First year under the constitution) there were 32,000 pupils in public schools and the first free public high school

WI School System, Continued

- 1879 - First compulsory attendance law was passed requiring children between 7-14 to attend public or private at least 12 weeks per year.
- 1898 - Legislature reaffirms constitutional commitment to early education for 4&5K
- 1898-1940's schools attendance continued to increase or hold flat
- 1940-50 - Declining Decades. Per Burnette (2020), *"In the 1940s and 1950s, Wisconsin consolidated some 5,000 school districts, many of them tiny, into 500 within a period of six years."*
- 1960 - Present: Consolidation resulted in 421 as of 2019-2020.
- 2021 - Is there a way to avoid a consolidation?



Arrowhead
Big Foot
Central/Westosha
Hartford
Lake Geneva-Genoa City
Lakeland
Nicolet
Union Grove
Waterford
Wilmot

WI Union High School (UHS) System

The Union High School System Defined

Donovan Group Work

ADVOCACY TRACK

As we have discussed, the purpose of this track is to protect and advance the Union High School/K-8 model of schools with policymakers. The final audience would be locally elected legislators, other Wisconsin legislators and the governor.

MARKETING TRACK

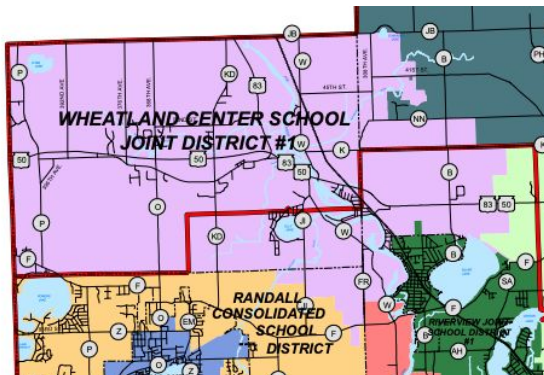
The purpose of the marketing track is to promote the Union High School/K-8 model to critical stakeholders. The final audience for this track might be homebuyers, local business leaders and economic development leaders. Realtors may also be a key audience.

AWARENESS TRACK

The purpose of this track is to ensure that the general public is aware of the Union High School/K-8 model. To accomplish awareness-related track goals, we may wish to do the following: (1) meet with local, regional and state-level reporters (including education reporters) to encourage news articles on the K-8/UHS model of schools, (2) seek other public relations opportunities, including radio and television, (3) seek speaking opportunities at realtor conferences and (4) seek other general opportunities to share information about our schools.

The Wheatland Story

In many ways, Wheatland is unique...

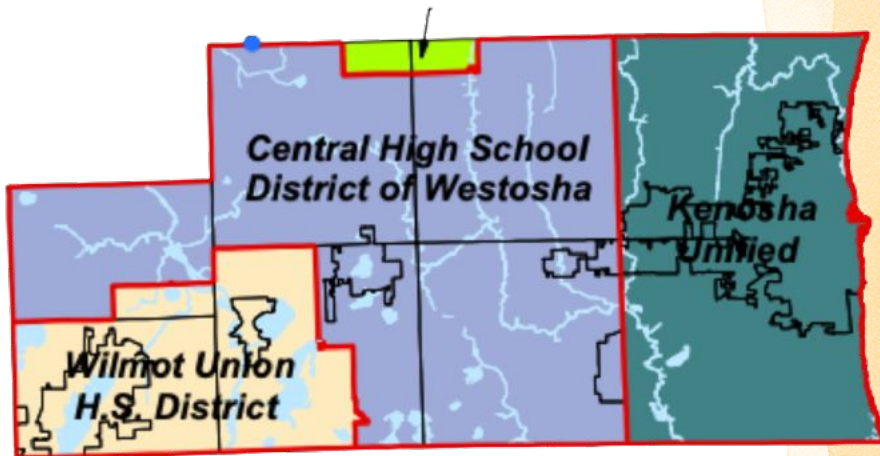


- K-8 District in Western Kenosha County
- 590 students K-8 in one building
- 30 square miles
- 42% socioeconomically disadvantaged population
- Within 50 miles of several metropolitan areas, but still very rural.
- 6 miles from Illinois border and 5 miles east of Lake Geneva

Wheatland is one of only a couple of districts in the state that splits boundaries with two high schools (11 k-8 and UHS, districts in Kenosha County)

Approximately 60% attend Westosha Central (by boundary)

Approximately 40% attend Wilmot Union (by boundary)

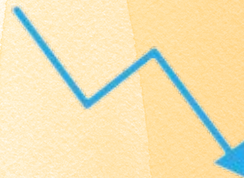


In other ways, Wheatland is not unique...

Like many struggling districts in the state we had:

- Negative fund balance
- Failed referendums
- Declining enrollment
- Upside down open enrollment

The Wheatland Board was having conversations about dissolution



Since then Wheatland has...

- Increased enrollment from 395 to 590
- Increased open enrollment in from 27 in to 188
- Decreased open enrollment out from 88 to 57
- Increased students moving in and had others return to the district



In addition we have been able to...

- Pass 3 referendums
- reduce the tax levy every year except during our capital campaign
- Reduce the mill rate from 9.44 to 7.58
- Increase the fund balance from 1% to 36%
- Add a building improvement fund (46) - projected to be \$406,000 at years end
- Complete an 8.5 million dollar building renovation project

During the journey

There have been many conversations about consolidation locally

What Drives Consolidation?

- Dire financial circumstances
- Lure of financial savings
- Failed referendums
- District Administrator turn over/retirement
- Financial incentives
- Community pressure



Who drives the consolidation conversation?

- Board
- Community
- District Administrator
- Legislators

These conversations usually subside quickly as the impetus for the change is rarely as lasting as the work needed for it to occur



Local Challenges for Consolidation

- Lack of space at one location
- Reduced long term financial benefit
- Incongruent tax bases
- Unequal debt
- Local pride
- Highly competitive open enrollment environment
- Boundaries and shared attendance areas (Wheatland)

Shared Services

A path to consolidation or just better outcomes and increased programming for students?

How it works...

Using alternate means like a 66.0301 shared services agreement to save costs and or provide programming

Sharing Instructional Staff: Foreign language, School Psychologist, Occupational Therapist, Physical Therapist, Advanced Math, etc

Sharing District Level Staff: Business Manager, Pupil Services Director, Facility Director, District Administrator, Curriculum Director, etc

Sharing Knowledge and Resources: Sharing costs of curricular training, leadership development, safety training, Transportation, etc.

Keys to Shared Services Agreements

- Clear expectations
- Trusting relationships
- Mutually beneficial arrangement
- Shared need
- Similar philosophies
- Long term commitments (in some cases)
- Flexible administrators



Seems to be easier at the high school level due to size and staffing patterns. Becomes more difficult in a highly competitive open enrollment environment.

Big Foot Union High School

Located in southern WI on the south west side of Lake Geneva (which is also a union district). We are the only UHS in WI under 500 students, with projections of approximately 425 by 2025. If we were a K-12, we would be approximately 1500 students.

Benefits

- Streamlined Decision Making & Management
 - BFHS vs Janesville
- Relationships (Students, Staff, Parents, Community)
 - Rotary, Lions Club, "The Mayor"
 - Referendum Support
- Targeted Academics
 - <https://www.bigfoot.k12.wi.us/cms/lib/WI02216045/Centricity/Domain/4/19-20%20Year%20in%20Review.pdf>
 - Redefining Ready
- Fiscal Efficiency
 - Limit waste
 - Long-range planning
 - Shared services (Nurse, OT, PT)



Challenges

- Big Foot Area Schools Association
 - Five separate Boards of Education
 - Five separate administrations

DPI Considerations

- Whole Grade Sharing (s.118.50, Wisconsin statutes)
 - Districts remain independent
 - Control their own school building(s)
 - Contract with neighbors for services
 - Financial incentives
- Consolidation (s.117.08, Wisconsin statutes)
 - New entity is created
 - 5-Year agreement to maintain schools
 - Financial incentives
- Dissolution (s.117.10, Wisconsin statutes)
 - District/board/citizens give up all control
 - Advisory referendum possible
 - State board (SDBAB) decides
 - Only two options - deny dissolution or divide up the territory

Consolidation in Action

- Community Meetings
- Joint Interim Board
 - Guest Speakers
 - Electing Joint Interim Board, Mission Statement, Ground Rules, Decision-Making Parameters, Committee Structure)
- Consolidation Benefits (tie this back to students and learning - it's more than finances)
- Communication Plan (Village, Ovations, Meetings, Newsletters, Joint Parent Meetings, Election Day, Community Conversation for Educational Excellence)
- Staff Teams (Facilities, Curriculum, Culture)

Is this the right move, and if so, how does it work?

- [School District Reorganization Informational Paper](#)
- Referendum or Not?
- Resolutions Needed
- Board Size
- [Some School Districts Could Disappear Article](#)
- What does the process look like? And... Where do we start?